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ABSTRACT

Materials available in this manual are designed to aid camp counselors in working effectively with students and with other camp personnel in making the overall camping experience as meaningful as possible. The manual includes sections on (1) the role of the junior counselor in relation to all other persons at the camp, (2) how the Outdoor School is organized, (3) junior counselor orientation, (4) understanding the sixth-grade student, and (5) specific information for the junior counselor on camp policies and on clothing and equipment. An appendix includes a sample of evaluation forms used and several lists of rules and regulations pertaining to camping activities. The Outdoor School program, for this handbook is intended, is operated as a service of the Multnomah County Intermediate Education District in Oregon. Sixth-grade classes spend 1 week in residence at camp with their classroom teachers and professionally trained camp counselors and directors. Related documents are ED 018 376, RC 004 251, and RC 004 253. (DB)

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THE COUNSELORS' HANDBOOK  
for the  
OUTDOOR SCHOOL

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A service of:  
Multnomah County  
Intermediate Education District,  
Errol C. Rees, Superintendent

[1969]

DEDICATED TO

Margaret Milliken, Associate Professor at Oregon State University  
whose tireless and dedicated efforts have contributed so much  
to the Outdoor Education movement in the State of Oregon.

RC004250

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## INTRODUCTION

Increasing populations are crowding the available land in many states in our nation. There has been misuse of our natural resources that is making daily news headlines. The result is a great national concern that our people be taught to use wisely the land and resources that remain.

In Oregon, populations are still comparatively small. With the overwhelming portion of its economy deriving from forest products, farming, tourism, and fishing, it is obvious the State of Oregon relies heavily on its natural resources. It is also obvious that the extent to which our sixth grade students today learn to understand and conserve these resources will largely determine their economic security and standard of living in the future.

To that end this Outdoor School is strictly an education program, conducted in the out-of-doors where nature may be observed firsthand. It is primarily dedicated to teaching sixth-graders their place in the natural environment and how science is applied to make their life better. Rather than exclude the other curriculum areas, the Outdoor School serves to make them even more meaningful because they are applied to real life situations.

## DESCRIPTION OF THE OUTDOOR SCHOOL

The basic philosophy of Outdoor Education is, simply, teaching those things in the out-of-doors which may best be taught there. In the same manner that a student goes to the chemistry lab to study chemistry or to the gym to study P.E., the student of nature needs the outdoor laboratory to best understand his subject.

The outdoors supplies a student with a direct, firsthand contact with his physical environment. Unlike the traditional classroom he is surrounded by what he studies and can see, feel, hear, smell, and even taste the realities of life around him. He learns with all his senses. Outdoor Education is not an attempt to add new subject matter to the school curriculum. Rather, it provides an ideal environment for teaching certain areas of study which suffer in the comparatively sterile atmosphere of the indoor classroom.

While emphasis is placed on natural science and conservation, students continue to develop their knowledge and skills in social studies, language arts, mathematics, art, music, P.E., and recreation. The difference is that they use these skills in investigating, measuring, and reporting discoveries in nature and in the experiences they share with others in the out-of-doors. These studies make sense because they have practical application in a real, live situation.

Outdoor Education takes many directions in its expression. It can happen on the school grounds or nearby vacant lot during a class period. A day may be given to it in the form of a field trip or bus journey to a day camp. Or, an entire week away may be devoted to outdoor studies, requiring more lengthy preparation, extra clothing and specialized living facilities. The week-long, resident Outdoor School is the type you will experience.

Camps owned by youth serving organizations are leased as sites for the Outdoor School. These supply ready-made facilities which are designed to house

and feed young people in relative comfort. Being able to live close to their outdoor classroom offers students endless educational opportunities difficult to obtain elsewhere.

One of the finest advantages comes from the new and close relationship that develops between teacher and student as they explore nature together and share discoveries. Almost universally, teachers who have accompanied classes state, "I never really knew my students until we spent a week together at the Outdoor School." Teachers often find that students who are poor achievers in the modern, reading-oriented classroom, suddenly come to life and realize success because of the direct-contact approach to outdoor studies. Being able to compete once more on an equal basis with others has made many a "slow" student an enthusiastic performer. Better students forfeit nothing but enjoy the fresh approach to learning with its pleasurable atmosphere.

To the average student to whom teacher is a rather distant figure, the Outdoor School is a great revelation. Here students find teacher delving barehanded into soil, rotten log, or water's edge along with students, sharing discoveries and learning with them. This new relationship cannot help but increase teacher's effectiveness in all areas the rest of the school year.

### The Instructional Phase

The resident Outdoor School has many advantages over short-term Outdoor Education efforts. For one, it provides a longer, more continuous period of time in which to correlate the study of natural resources with the total school curriculum. Sixth-graders and their teachers experience an uninterrupted week in which they can live, work, and play as well as learn together as an intact class.

Each one of four sixth grade classes who attend the Outdoor School each week is assigned a separate piece of land, called a study plot, as its outdoor classroom. Each study plot is located to provide access to stream or lake,



present a wide variety of plant life, supply different soil types and contain the typical animal life of the area. Every class spends one full day in the study of each of four natural resource study areas, Water, Soil, Plants, and Animals.

To assure maximum use of 5 hours of daily study time, the Outdoor School supplies a staff of four highly qualified specialists in each of these four resource studies. Working with a new class each day, the Resource Specialist appraises each teacher's knowledge of the resource subject, the teacher's desired degree of involvement and the level of class preparation. The evening before, a tailor-made lesson plan is cooperatively developed which allows the Resource Specialists to either carry the major portion of the instruction or merely to supplement a particularly well informed teacher.

Every teacher who takes a class to the Outdoor School attends a two day workshop several weeks before the opening of the school session. Here, even teachers who are not biologically oriented, learn skills in each resource area so they may become informed and participating members of the Outdoor School teaching team. In addition to the teacher and Resource Specialist, the teaching team comprises a Senior Counselor and 4 Junior Counselors or a total of 7 people for each class. In this way the discovery approach to learning becomes a reality at the Outdoor School. It becomes possible for small groups of four or five students to explore nature under the guidance of a staff person.

Teacher evaluation time occurs when class and teacher meet together after the evening meal. Field study work books are brought up-to-date and the high-lights of the instruction emphasized. Teacher has a chance to consolidate the day's gains in knowledge and give special attention to the slower or to the advanced student.

### The Social Living Phase

Because of the resident status and regional nature of this Outdoor School, the social living phase offers an imposing bonus. Unlike the instructional



phase where classes are kept intact, living groups are intentionally mixed to include students from diverse areas and walks of life. Two or three students from each of the four classes attending the Outdoor School each week are formed into a new living group of 8 to 10 students, either of boys or of girls. Each group is housed in a separate cabin under the leadership of a carefully selected and trained high-school-age person called a Junior Counselor. These high school people also attend the pre-Outdoor School workshop in order to prepare as counselors and to take training in natural science under a Resource Specialist. These outstanding high-schoolers stand as idols to sixth-graders and they are made especially aware that their conduct is an example to their young followers. The value of this association is profound and inevitably carries beyond the end of the Outdoor School. Among the sixth-graders, comradeship and concern for other students soon develop. Each learns that how he stands with others is measured by his own attitudes and abilities.

A third grouping of students after the instructional and living organizations, involves the entire school community when they gather enmasse for eating in the dining hall, for an hour's recreation in the afternoon, or at the evening campfire for singing and skits.

Everyone dines family style in the central dining hall where balanced meals are prepared by experienced cooks. Using the host system, students conform to high standards of etiquette and table manners. Every effort is made to mix students at the tables to provide more opportunity to meet new friends and all staff members. Friday morning is "cookout" time with cabin groups preparing their own breakfasts over "Hobo Stoves."

### The Activities Phase

Vital members of the staff are the Senior Counselors who keep the program and functional portion of the Outdoor School running with enthusiasm. People with experience in youth camping are chosen for this many-sided position. Not

only do Senior Counselors serve as instructional assistants to Resource Specialists but they are the prime movers of the camp daily program. As such they counsel high school people, organize campfire and mealtime programs, lead duty groups and conduct afternoon recreation activities.

Each student is responsible for his own bed, cabin neatness, and personal cleanliness. In addition, each living group is scheduled to do a full round of all other chores necessary to operate the Outdoor School. After first being taught by a Senior Counselor, everyone is scheduled to set tables, serve as table waiter, act as host or hostess, clean tables, carry firewood, clean rest rooms, forecast the day's weather, and raise or lower the flag with ceremony.

Between the end of lunch and the start of afternoon instruction, a quiet time is observed with living groups restricted to their cabins. At this time students are encouraged by their Junior Counselors to write home, practice skits and stunts for the evening campfire, or sing songs - or near the end of the week, nap.

Though the emphasis is on education at the Outdoor School, an hour-long recreation period is offered each afternoon after classes. Students can use this as free time or take part in counselor-supervised, outdoor-oriented activities such as riflery (B.B. guns), archery, knife and axe, bait casting, naturecraft, and hiking.

Each evening after dinner and teacher evaluation, the day's activities are climaxed with a campfire program. Depending on weather, these are held around an outdoor bonfire or indoor fireplace. Group singing is supplemented by skits and stunts performed by cabin groups. Campfire programs end on a quiet note with Indian legends or serious songs and an impressive closing. After groups return to their bunks, the sounding of taps brings an end to each full day at the Outdoor School.

## ROLE OF THE JUNIOR COUNSELOR AT OUTDOOR SCHOOL

The Outdoor School staff consists of a large group of adults working together to insure that the youngsters have a worthwhile, resident Outdoor Education experience. You, as a member of this staff, have a key role to play because of the very close relationship that exists between you and the students. It must be recognized by all staff members that the Outdoor School program will only be as good as the staff itself.

As a Junior Counselor you are in the enviable position of being closest to the students. The influence you have with these youngsters is profound. The successes you achieve with students and the failures you encounter can be directly attributed to the example you set and the leadership you exert.

Your personal standards are vitally important in dealing with the youngsters. The sixth-graders are at a very impressionable age and the personal example you set will have a vital influence on them. If you are a person who always sets a good example and who places the welfare of the student above all else, you will experience a great amount of satisfaction. To fail to do so is to invite failure as a leader, frustration, and personal unhappiness.

You will wear many hats in your role of Junior Counselor. You will, at varying times, be temporary parent, friend, brother or sister, advisor, and teacher. This, of course, requires you to be exceptionally stable and mature. You must, at all times, use good judgement, be tactful, and have a great amount of empathy in dealing with the students.

In summarizing your role of Junior Counselor, remember that this experience is for the students. If you make every effort to do your job efficiently and are involved 100% with and for the students, you cannot help but have a tremendous experience that will remain a high point in your life.

### Relationship with the Director

The administration and supervision of the entire Outdoor School is the responsibility of the Site Director. Your relationship with the Director will be carried out through a Senior Counselor to whom you will be assigned and with whom you will meet daily for instruction. It is necessary, therefore, that there be complete cooperation between all staff members.

Though you may be called upon for almost any conceivable task, your main job is to help each child receive the greatest possible good in this educational adventure. Your first responsibility is to the student, then to his teacher, and then to the Director.

### Relationship with the Classroom Teacher

In your cabin you will have students from each of the four classes attending Outdoor School during your week. It is your responsibility to maintain close communication with each teacher regarding his or her students. The teacher is in the best position to know the students, their abilities, and the difficulties you might encounter with them. Though your assigned Senior Counselor should be your first contact with cabin problems, any more serious or unusual problems that occur with individual sixth-graders should be discussed with their teacher immediately. It should be remembered that the teachers want their youngsters to have a successful week and they will also be encouraged to establish good lines of communication with you.

### Relationship with the Senior Counselor

You will be assigned to the guidance of a Senior Counselor while at the Outdoor School. This person will be college age or older and be experienced in working with youngsters in a camp setting. Look on your Senior Counselor as a real friend and the one to whom you turn first, with cabin problems, day or night. Each evening, after dinner, you and several other Junior Counselors will meet with your Senior Counselor. There you can discuss and share any problems that

may have developed. More serious problems with individual students should be taken to the student's teacher. Be sure your Senior Counselor is also aware of the problem.

### Relationship with the Resource Specialist

One of the roles you will play at the Outdoor School is that of instructor. Even though your background may not include any study in the natural sciences, you will have the opportunity to learn some fundamentals and basic skills in one of the natural resource areas. You will be assigned to a Resource Specialist who will be working with you at your early training sessions, the workshop, and during your week at the Outdoor School. You will be responsible to the Specialist and become a member of his instructional team during the 5 hours a day when classes are on their study plots. You should look on this as a real opportunity to work with an expert, to broaden your knowledge of natural science, and experience the role of teacher to young people.

### Relationship with the Student

Your responsibility is centered around the students in your cabin. You will have in your cabin from eight to ten students (2 or 3 from each of the four classes). For the most part, these students will be strangers to one another and will be looking to you for leadership and guidance. Much of your success as a Junior Counselor will depend on how well you develop esprit de corps and enthusiasm within your cabin group. The welfare of the students must, at all times, be placed above your own.

The youngsters will spend a great deal of their day involved in studies dealing with nature and conservation. You will be involved in some phase of this instruction, but your main concern must be what the total Outdoor School experience can do for the students. A main objective of the Outdoor School program is to prepare students to become better citizens. That this may be

achieved requires you, as the person with the most influence on them, to make the student feel he or she is an integral part of the cabin group. They must have many chances for success, for developing their self-confidence, and feeling that they are playing an important part in this experience.

## ORGANIZATION OF THE OUTDOOR SCHOOL

### Staff Responsibilities at the Outdoor School

**SITE DIRECTOR** is responsible to the Director of the overall program for the operation of the Outdoor School at his site. He is in the position of highest authority at the site and is to maintain close liaison with participating teachers and direction over his staff. He is to conduct the Outdoor School in compliance with the philosophies of Outdoor Education to the end that all concerned receive the most meaningful experience.

**CLASSROOM TEACHERS** assume responsibility, not only for the preparation of their students, but also for the follow-up activities in the classroom after the Outdoor School. At the Outdoor School they remain responsible for the home-school curriculum but should be certain that the Outdoor School environment and the resource staff are used to the best advantage in realizing their own goals. They are responsible for the discipline and conduct of their students during the in-camp experience and will work closely with staff, especially Junior Counselors, so that the social living phase of the Outdoor School will be most meaningful. Teachers will establish close liaison with Resource Specialists, informing them of the degree of preparation of individual students and the class, and will attend the staff meeting as a training center and clearing house for information

**RESOURCE SPECIALIST** is expected to be extraordinarily competent in one of the four resource areas taught at the Outdoor School, water, soil, plants, or animals. He is to make available to participating teachers, a course of study in his specialization which is in keeping with the philosophy of Outdoor Education and is in accord with the teacher's responsibility to the class. The Resource Specialist will establish close liaison with teachers and will use the staff meeting as a clearing house for information. At the workshop he will train the teachers, his Senior Counselor assistant, and his assigned Junior



Counselors so that they may become informed and participating members of a teaching team.

**SENIOR COUNSELORS** are primarily responsible to the functional and program phases of the Outdoor School. They will be assigned by the Director to certain responsibilities in duty group leadership, recreation instruction, and morale building activities. Each Senior Counselor will assume a supervisory position over approximately four Junior Counselors to the end that the health, happiness, and welfare of the sixth grade students under them will be realized. They will meet daily with their Junior Counselors for the purpose of training and guidance and will report at the staff meetings. Senior Counselors are secondarily responsible to the instructional phase of the Outdoor School and will be assigned to, and take training from, a Resource Specialist in one of the resource areas. They will act as his assistant and will instruct on the study plot to the extent to which their background and the training by their Specialist qualifies them. They will be prepared at the workshop to demonstrate the Outdoor School activities to which they have been assigned.

**JUNIOR COUNSELORS** (high school students) are responsible for the health, happiness, and welfare of their cabin group from the time the students arrive at the Outdoor School until they board the bus for home. They will orient students to their living organization, the Outdoor School site, the daily schedule, and their duty responsibilities. On the first day of Outdoor School, Junior Counselors will immediately obtain all medications from students and transfer them to the school nurse, cooperating with her in seeing that all students involved arrive at the dispensary for their prescribed medication. Junior Counselors will assume creative leadership and initiative in working with the students in all phases of the program. They are expected to take training from and assist Resource Specialists in reaching students with the instructional phase of the program. They will meet daily with their assigned Senior Counselor for guidance and training.

SCHOOL NURSE assumes responsibility for the health, safety, and medical care of everyone in the Outdoor School. She works under the direction of a consulting physician who is retained by the Outdoor School. She alone administers medications (even to the use of aspirin for headaches) and all cases of injury or illness, no matter how slight, must be reported to her.

## JUNIOR COUNSELOR ORIENTATION TO THE OUTDOOR SCHOOL

So you may be thoroughly familiar with the Outdoor School program, a series of training sessions have been designed specifically for you. These meetings will be held one evening, each week, for four weeks, and will last approximately two hours each. The initial meeting is designed to give you an idea of the history and philosophy of Outdoor Education and the role of the Junior Counselor as a staff member. The second meeting is to assist you in the understanding of sixth grade students and the role of the Junior Counselor during the resident experience. The third meeting is devoted to understanding the approach to field studies at the Outdoor School. The final training session is devoted to a study in a specialized area of the Outdoor School curriculum. The Resource Specialist will conduct this session for you. These four sessions, together with a weekend workshop at the camp, constitute the training necessary for you to have a successful experience when you arrive for your week at the Outdoor School.

The workshop takes place on a Friday and Saturday. All staff and teachers attend this workshop. High school students are expected to arrive on Friday afternoon after school. You will be expected to arrange your own transportation to and from the workshop and to bring a sleeping bag, personal effects, and camp type clothing with you. You will be housed in the same heated cabins you will live in during your week. Meals will be served in the dining hall just as they will when you counsel youngsters. There is no cost to you for this workshop.

This weekend workshop will give you a chance to learn about the facility and your place in the Outdoor School operation and to acquaint you with the teachers and other staff members. Attention at the workshop will also focus on what happens during a typical day at the Outdoor School. You will have ample opportunity to actually work with your Resource Specialist in the resource area

in which you are to be involved. Much of this workshop will be devoted to instructing you and other staff members how to teach the sixth grade students. It should be kept in mind it is difficult to teach unless we ourselves are teachable.

## UNDERSTANDING THE SIXTH GRADE STUDENT

Since you will be spending one week working very closely with and for sixth grade students, it is important that you make every effort to know and understand them.

Sixth grade students are generally 11 or 12 years of age. There is a wide range of maturity among students. Physically, they are just entering sexual maturity. The boy at this age is usually a year or two behind the girl. Mentally, students of this age are quite capable of activities involving reasoning, organization, and comprehension. They have a strong desire to learn. They particularly like to explore, experiment, and discover in their surroundings. The capacity of these youngsters to learn will vary from an I.Q. of 80 to above 135 (dull to highly gifted). You must remember that each student is different and, as such, has varying ability to learn. These individual differences must be considered when material is being presented to them. Socially, they still exhibit more interest in their own sex. Seldom do they show an outward interest in members of the opposite sex.

There is a tendency for these young people to form a close relationship with you. If you are the kind of person who has patience, understanding and a genuine interest in their well-being, they will do almost anything for you. This is because you are the kind of person they most want to be like when they are in high school. You will find these students young enough to still be pliable, yet grown-up enough to follow the direction and example you set for them.

The total Outdoor School program has been developed with the idea of providing for the needs of the children. A basic need for everyone, especially children, is that of a sense of belonging and acceptance. Boys and girls of this age basically want approval of the group and with your guidance and encouragement, this is not difficult to accomplish.

## STUDENT PROBLEMS

### A student is homesick.

#### REASONS

1. Normal reaction to first time away from home.
2. Feels unwanted in cabin group.
3. Too much aimless free time.
4. Quarreling with other youngsters.
5. Fear of night noises.
6. Counselor is not taking a personal interest in student.
7. Student wants too much attention

#### SOLUTIONS

- Make sure student is well acquainted in his own group.
- Provide opportunities to show abilities and talents.
- Get the student to take a vital part in some program activity.
- Make the youngster feel that someone has a personal interest in him.
- Assign special jobs to do.

### A student refuses to share in the responsibilities of cleaning the cabin or other work assignments.

#### REASONS

1. May never have had any training in accepting own share of work.
2. At home rewards were given for work done.
3. A way of getting attention.
4. Overly pampered and waited on at home.
5. Work may have been given out as punishment at home.

#### SOLUTIONS

- Make sure that each boy or girl has a fair share of chores.
- Let counselor set example.
- Ask for volunteers.
- Compliment them on a job well done.
- Appeal to their sense of justice and fair play.

### Members of your cabin form cliques and exclude others.

#### REASONS

1. Friendships were closely knit before coming to Outdoor School and they do not feel the need of more friends.
2. A few feel that they don't belong and are forced to form own group.
3. Cliques may be minority groups who have not had a chance for expression.
4. Some form cliques to attract attention.

#### SOLUTIONS

- Help students realize that new friends are always worthwhile.
- Promote group participation in planning activities.
- Maybe the cliques have some good ideas - use them as leaders.

Student dislikes certain foods and does not want to eat.

REASONS

1. May have heard disparaging remarks about food
2. May be proud of allergies as an attention-getting device.
3. May be a food new to the student.
4. Poor home training.
5. Often counselor's remarks about food discourages boys and girls from eating certain things.

SOLUTIONS

- Don't show any dislike for particular foods yourself.
- Urge students to try food.
- Discuss importance of balanced diet and encourage them to explore taste of new foods.

Student's need for instruction in table etiquette.

REASONS

1. Ignorance
2. Wants attention.
3. Feels insecure and realizes he or she needs help but doesn't know how to get it.
4. Defy conventions, customs, or any standards set up.

SOLUTIONS

- Set a good example at all times.
- Point out social asset in having good manners.

Student is always late in getting to activity or dining hall.

REASONS

1. Naturally slow.
2. Wants attention and likes to be urged.
3. Likes to revolt against rules.
4. Does not feel a part of the group.
5. Doesn't see the importance of punctuality.

SOLUTIONS

- Counselor should be exceptionally prompt.
- Check the students and go to activity and meals in a group.
- Praise them when they do arrive on time.
- Explain how Outdoor School would be upset if everyone acted that way.
- Get group started sooner.
- Give student the job of rounding up others.



Student comes to counselor with a story of persecution by another person.

REASONS

1. May really have been mistreated at some time.
2. Homesickness.
3. Physical illness.
4. Lack of attention.
5. A coverup for a misdeed.
6. Imagination.
7. Difficulty adjusting to new environment, etc.

SOLUTIONS

Investigate whole situation and be sure you have both sides of the story.

Help student to have other friends in the group.

Lead the youngster into some cooperative group activities.

Keep them so busy that they don't notice any real or imagined slights.

Give them time to cool off.

Avert unkind remarks by students or counselors.

## SPECIFIC INFORMATION FOR JUNIOR COUNSELORS

### Junior Counselor Guidance During the Outdoor School

Approximately four Junior Counselors will be assigned to the supervision of one Senior Counselor. Your Senior Counselor should be looked to for guidance in most situations. You will meet after dinner each day with your counselor for the purpose of instruction and assignment of special duties. If you have problems that are not of an immediate nature they should be discussed with your Senior Counselor at this time. Serious problems with individual students should be discussed with the teacher. If you have problems needing immediate attention, seek out the nearest adult for assistance. In any case where medical care is required, you must take the responsibility to see that the school nurse is notified as quickly as possible.

Each evening at 9:30 a staff meeting is held. Any matter of importance to the Outdoor School which you as a Junior Counselor may uncover, should be discussed at this time. You will not be attending the staff meeting on Sunday evening as it is important to remain with your cabin group during their first night. You will find they will be excited, anxious, and generally have difficulty in settling down this first night. On subsequent nights you will be able to attend the staff meeting after your cabin group is settled into bed. It is imperative, however, that some Junior Counselors remain in the cabin area at all times. This duty is frequently rotated.

You will be required to complete a brief written evaluation on each student in your cabin Friday morning. A sample of the evaluation form is at the back of this book.

A brief evaluation of you by your Resource Specialist and/or your Senior Counselor will also take place Friday. This evaluation is on file at the Outdoor Education office and a carbon copy is submitted to your high school administration. A sample of the evaluation form is at the back of this book.

### Opening Day of the Outdoor School Week:

Transportation for Junior Counselors to and from the Outdoor School will be provided by insured adult staff. All staff should be on the Outdoor School site no later than 2:00 P.M. Sunday afternoon at which time living group and duty assignments will be given.

Buses arriving with classes have been asked to reach the Outdoor School site no earlier than 4:00 P.M. The assembled Outdoor School staff will sing the welcoming song as the bus pulls to a stop in the discharge area. Upon arrival, students will remain on their bus until they have received instructions from the Director. Each student will then be given his Health History Form by his teacher. Next, one girl and one boy Junior Counselor will be called on board the bus by the Director. They will be introduced to the students and all girl students asked to leave the bus and assemble around the girl Junior Counselor - all boys around the boy Junior Counselor. The two counselors will then lead their groups to the Outdoor School dispensary and remain in charge and keep students in line and ready until their medical check is completed.

Meanwhile all baggage, sleeping bags, handbags, coats (unless needed), and other gear will remain behind on the bus to be unloaded by the remainder of the Outdoor School staff. All gear from each bus will be placed in a separate, dry area by way of a human chain of counselors, each passing gear on to the other. All baggage will be color coded with a tag, by school, to avoid confusion.

After groups are finished at the dispensary their temporary Junior Counselors will keep them together and return them to the dining hall for General Assembly. Early arriving groups may be conducted on a short tour of the Outdoor School site when time allows. Everyone is expected to attend General Assembly which will take place as soon as all four classes have completed the medical check. A bugle call will announce this time. Waiting groups will be kept busy singing and getting to know each other. All staff is asked to assist in controlling this assembly

At General Assembly, a welcome by the Director will be followed by an introduction of the entire Outdoor School staff, a statement of the school rules, and assignment of students to their cabin living groups. Junior Counselors will be called by their nicknames, their cabin name announced, and the names of their living group called off. After leaving the dining hall, counselors should initiate a brief welcome and introduction all around and then lead their cabin group to the baggage area and start the job of transporting baggage to his assigned cabin.

Remember, your cabin group will come from all of the schools represented and each sixth grade student will have only one or two buddies from his own school. This choice of friends has come from the teacher of each class. Buddies should be allowed to bunk close to each other so that there will always be a friend nearby until everyone becomes better acquainted.

Important - As soon as everyone is settled and familiar with their cabin and the location of the wash and latrine facilities, all medications must be collected by the Junior Counselor. Generally this will not be a large number and some groups may not have any student with medical problems. Be especially sure the child's name and proper dosage are noted on the bottle or box and that each child hands you all the medication that he has. Only the nurse dispenses medications and each child must be directed that it is his responsibility to report to the nurse at the proper time to receive his medication. Next make it your responsibility to remind each child who has medication to take, to arrive at the dispensary on time. Write it down and refer to it often until you remember the times yourself. Remember, only the nurse dispenses medications - even aspirin for headache. Turn all medications into the nurse as soon as you collect them from the group.

Junior Counselors must be sure that, even on Sunday, duty crews report on time for chopsticks, flag, and weather. The exact time to have Sunday duty crews report will be announced at the General Assembly as the Sunday dinner hour will vary from week to week.

A bugle call will announce the flag ceremony and cabin groups with counselors will go to the front of the Outdoor School office for instruction on lining up and marching to flag. After flag, everyone will stay in column and march back to the dining hall. At the dining hall, instructions will be given on dining hall procedures and everyone will file in as directed. Hosts and hostesses with their guests (YOU) will file in first, followed by Johnny-jump-ups, then the rest of the school children.

After dinner, students will be with teachers for a short time to see that they are prepared for the next morning's field study. During this time, you will meet with the Senior Counselors to check your cabin group and insure that you are aware of all student problems, etc. Students will return to cabins at the completion of this meeting and when the bugle sounds, you will assemble your cabin group and proceed to the campfire area where you will sit together. You will not be admitted to the campfire area unless your entire cabin group is there. Don't leave your cabin without everyone being present! Be sure students are dressed properly for the weather.

After campfire, your group will return to your cabin together and prepare for bed. Please see that everyone washes and visits the latrine if necessary. At 9:15 P.M. TATT00 will sound and at 9:20 P.M. TAPS will be heard. Lights must be out before taps is done.

The first night it will be difficult to get everyone quieted down but every effort must be made to do just that. All Junior Counselors will be on duty in cabins on Sunday night and possibly Monday evening to enforce the quiet necessary for adequate rest. Later in the week it will happen easily and only a small crew need patrol cabins.

### Staff Policies

Outdoor School rules are staff policies. All staff is expected to stay on the school site during the entire week and high school students are asked not to take cars to the Outdoor School. Transportation in staff automobiles will

be provided which have been protected with adequate liability insurance coverage. Only this transportation is to be used by Junior Counselors unless specifically approved by the Director.

If you are allowed to smoke in your own home or in public with your parent's knowledge, you may smoke at the Outdoor School. You are expected, however, to follow the same rules as apply for any adult staff or teacher. Smoking is allowed only in the staff lounge or in the dining hall after taps. Smoking is never done in front of students, on the trails, in the cabins, or on the study plots.

All precautions against fire must be taken during fire season and everyone is asked to leave matches back in the central school area and inaccessible to children. Continued permission to use camp facilities is dependent on strict adherence to these rules.

Absolutely no alcoholic beverages are to be taken onto the Outdoor School site.

### Discipline

One of the great pleasures of leadership at the Outdoor School is that, almost without exception, the sixth grade students enjoy the experience and want to be where they are. The newness of being away from the four walls of a classroom is fun and the many different experiences available are exciting and pleasurable. Leading such well motivated students can be a fine experience for you. Herein, of course, lies one of the great advantages of Outdoor Education, the environment changes the attitudes of children toward studies that might be less interesting in the traditional classroom. It has been proven that children learn faster and retain more as a result of the Outdoor School. Reminding students of their opportunity and the importance of not destroying this advantage for others, is usually enough to control discipline problems.

The classroom teacher is ultimately responsible for the control and discipline of students, however, the Junior Counselor will probably be spending more time with students than will the teacher and so will be supervising their conduct more than anyone at the Outdoor School.



Discipline is a part of good leadership and setting a good example is the most direct route to establishing good discipline. A cheerful, fair, and friendly attitude toward all students will mark you as a "nice guy" or "nice girl" and one whom students will not want to cause problems. A sixth grade youngster looks to a high-school-age counselor as their "hero" and a model for their conduct. Expect to join in and have fun with your charges but do not lower yourself to their pre-adolescent level. You will only destroy your image as their idol. Act like them and you are no longer "you" and no longer in control.

The Outdoor School rules are devised to assure that everyone may enjoy the outdoor pleasures and receive as much from the instruction as every other person. The moment one person's actions begin to affect the happiness or benefits received by another, discipline is called for.

Discipline is nothing more than letting students know what the rules are, defining the limits of encroachment that are acceptable, and then standing firm when the limits are crossed. Some leaders are more lenient than others but good leaders have one thing in common, their ability to move into a situation with firmness when the limits have been exceeded.

Disciplinary action is not using physical force or becoming emotionally disturbed when a violation occurs. Rather, it should be just a firm verbal statement that what the violator is doing is not allowed at the Outdoor School. If a counselor can measure up to the rules himself, nothing more than a word is needed to take care of 99% of the incidents. Indecisive or "wishy-washy" action will merely invite students to test how far a counselor will go in letting them get away with their actions. Conversely, drawing the line of permissiveness clearly and treating everyone equally, will give a counselor the respect of his students.

Minor punishment such as having to sweep the floor or missing 15 minutes of recreation time may be meted out to students by Junior Counselors.



However, counselors should absolutely avoid taking extreme action or assigning "impossible" punishments such as running 50 times around the camp, missing a meal, or taking a ten-mile hike. Imposing such punishment will demonstrate to a student that a counselor is no longer emotionally in control. In extreme cases a particularly perplexing child may be sent home but only the Director may make this decision after complete discussion with his teacher.

Continuing discipline problems with one student or a group should be discussed with your Senior Counselor or with the teacher involved. Remember, the teacher has been working with his students for a long period of time and may have a quick solution to your problems. Teachers will want to talk to students where problems persist.

Be assured that major discipline problems will be taken from the hands of Junior Counselors and handled by teachers and adult counselors. Please be sure to contact them immediately if you see a serious problem developing.

You may see infractions of Outdoor School rules or other misconduct on the part of students from other than your own cabin group. These may be such things as throwing rocks on the trail, boisterousness at campfire, or disturbing others at meals. You still have the same responsibility to enforce the general rules of good conduct no matter where they are violated.

You will find the adult counselors maintaining the same friendly, helpful attitude toward students that is expected of you, and you will find them just as politely firm when violations of proper conduct occur. They will stand behind you in every case where your discipline has been based on good judgement and an honest desire to maintain good standards of behavior at the Outdoor School.

### Other Duties

While you are at the Outdoor School you will be asked to perform duties other than required as living group counselor.

Since the primary purpose of the Outdoor School is education, you will be assigned to assist in the instruction of classes while on their own field study plot. There are four areas of study offered, Water, Soil, Plants, and Animal Life. Four Resource Specialists will direct the five hours of instruction in each of these areas and will travel from one study plot to another for the purpose. Each Resource Specialist will be assisted by one Senior Counselor who is also familiar in that particular field. Four Junior Counselors will also be assigned to each Resource Specialist according to their assignment in the field of Water, Soil, Plants, or Animal Life. Naturally you are not expected to know all there is to know in the field assigned. You will, however, be instructed by the Resource Specialist in some of the basic skills such as conducting simple scientific tests or looking for particular phenomena to demonstrate a point. This instruction will be given you at the training session and workshop. Do not fear this phase of responsibility but rather look on it as an opportunity to learn and a chance to share interest and enthusiasm with a group of inquisitive youngsters. It should be a pleasurable experience for you.

### Recreation

During the recreation period each day you will have no direct responsibility assigned you, however, if you wish to participate or help in a recreational area you are free to do so. You may occasionally be asked to help but generally you may consider this as free time. School studies assigned from your home school should be kept up. This is an excellent time to do so.

### Showers

During the week your cabin group will be assigned a time after lunch to take showers. You are expected to take the initiative to see to your group's prompt arrival at the shower house and completion of showers. Another group may precede or follow you so timing and dispatch is important. Please see that all of your young charges take their soap, towels, clean underwear and

clothing with them, and that nothing is left in the shower room as you leave. Special trips back and forth for something forgotten can easily use up the shower time allowed.

### Singing and Song Leading

Singing is FUN and as such will be an important part of the total Outdoor School program. Songs will be led at each meal and at all evening campfires. Songs are also encouraged within the cabin groups and cabin counselors should inspire singing and lead songs whenever possible. Much of the value of the social living experience at the Outdoor School will be realized in group singing as this activity has a great unifying effect.

During the counselor training sessions, song leading will be practiced and techniques demonstrated. A book of suggested songs will be supplied to counselors but the introduction of new songs from one's personal experience is encouraged. From 20 to 30 different songs will be sung during the Outdoor School so ample opportunity will exist for learning new tunes as the week progresses.

Song Leading. Anyone can lead songs. A beautiful voice and operatic volume are not necessary. Only the ability to carry a recognizable tune and enough volume to clearly describe the words and melody to everyone in the group are needed. You will find students enthusiastically willing to follow any song you lead. All you have to do is tell them clearly what you want, give them a strong lead, and the young people will take up any tune and amaze you with their ability.

Hopefully every Junior Counselor will have an opportunity to lead a song to the whole Outdoor School. Expect to do this and accept it as an opportunity to grow as a leader. Once you have led a song successfully you'll find it REALLY is fun.

It should go without saying that songs should be chosen which are decent in all sense of the word and which do not reflect derogatorily on any race, religion, or nationality. If at all in doubt about the appropriateness of a song, check with one of the adult counselors.

### Suggestions for Presenting a Song

1. **BE SURE** you know the song completely, words and tune. Practice it to yourself over and over and avoid the "mental block" that can develop in front of a crowd. Pick two or three songs that become your "specialty" and know them automatically without conscious thought. If your song was led the day before, that's all right; if the same day, avoid it and choose another.
2. If possible, tell a little story about the song you are going to lead. Introduce it with enthusiasm and assurance that it is a good song!
3. First, sing the song through in front of the audience. Sing it clearly so students can learn the general words and melody.
4. A song with more difficult words should be "talked" through a line at a time with the students repeating the line after the leader. Again, depending on the song, the leader may have the group attempt to sing all or part of the song through, with words and melody, to test their learning ability. Some songs may be difficult enough to take several days to really learn to sing with spirit and enjoyment. Be sure the song is worth it!
5. In leading a song, give the audience a good clear starting note that is pitched right to get through the song without getting too high or low for sixth grade voices. (Practice the song in private to determine the correct starting pitch.)
6. Give the audience a good beat by leading the song using hand gestures. Attempting to lead a song with hands in your pockets, or clasped at your side, or behind your back, is like swimming; you must keep your arms

moving or not be swimming (or leading a song). A "pump handle" or "see-saw" hand motion will do the job but give 'em the beat and improve the song.

7. Lead songs with enthusiasm. An enthusiastic leader will transmit this feeling to his audience and the song will go better and be much more fun. After a song is over, lead them in applause for their efforts, reassuring them they have sung it well.
8. Certain bad habits in song leading really stand out! Don't start out by asking "Do any of you know this song?" Most camp songs are sung in different ways and even if many do know it, they don't know your version and only confusion will follow. Assume they don't know it and teach it confidently. Those that don't will bless you! Don't get a friend to help you lead a song, do it yourself without a crutch. Only one person can lead a song. A second person is only a distraction and a sure sign that no one is going to accept the responsibility for leading. Another person may be called in to help with a "round" but only after you have taught the song.
9. Most important, don't be afraid. The students want you to lead the song and are not looking for a chance to ridicule you should you make an error. They enjoy singing and are only waiting for you to show them the way. Be positive - they accept you as their leader. Let them know what you want and they'll do the rest.

### Dining Hall Procedure

Mealtimes provide many opportunities for the social education of children and should be considered a important aspect of the total program.

At each meal every adult and Junior Counselor will be invited as a guest by a student host or hostess. If you happen to be a guest of the boy host you will be expected to help him serve up the meal on individual plates and see that they are passed in proper order. Many young fellows will need real

assistance if the food is to reach everyone while it is still hot. One of the values of Outdoor School is the great intermixing of children from many walks of life. Since you will be eating with students (most not your own), you should help maintain a good-natured atmosphere at meals and see to the carrying out of table manners as described in the Guidebook. Counselors should encourage students to sit with other children from other areas during their meals. Sometimes a "clique" of students will attempt to sit together and may, at times, become too boisterous for good digestion. You are expected to control this as well as see that the "kid from the other school" is not left out of the conversation. Encourage participation in the singing after meals and see that students pay close attention to the announcements.

### Insurance

The Outdoor School has taken out blanket accident insurance for every sixth grade student and Junior Counselor attending the Outdoor School. The insurance limits consist of \$500.00 sickness medical, \$2,000.00 accident medical, \$2,000.00 specified disease, and \$2,000.00 accidental death and dismemberment. Expenses for eye glasses or prescription for eye glasses and dental X-rays are excluded.

Blanket liability insurance has been purchased to cover all Outdoor School staff members, including participating Junior Counselors. The limit of this policy is \$100,000.00. It is in force all the time the staff member is at the Outdoor School or going directly to or from the Outdoor School.

State Industrial Accident Insurance and Workmen's Compensation Insurance apply only to Senior Counselors and other paid staff members while at the Outdoor School.

### Evening Campfires

Campfires are important for any successful outdoor experience as they heighten the feeling that individuals belong to a group. Campfire is a time for sharing experiences and for emotional relaxation. Because of the highly structured nature of the Outdoor School program, this final event of the day



serves as a release of pent-up enthusiasm and self-expression. The closing period of a campfire, however, will be marked with songs of a slower tempo and more serious demeanor. The purpose is to put students in a quiet and meditative mood before bedtime.

Every attempt should be made by Junior Counselors to assemble their cabin groups before proceeding to the campfire. If the temperature is cool, counselors should see that each student takes along enough outer clothing to keep warm when sitting still at the campfire. Flashlights are a good idea but it is extremely important that they be controlled at the campfire itself. All flashlights should be put in pockets or on the ground so that they are not flashed on during the campfire. Any violation of this rule should result in the counselor taking up the flashlight until the campfire is over.

The cabin group must go to the campfire together under the leadership of the Junior Counselor. Cabin groups should also sit together at the campfire with counselors in control. Counselors are discouraged from sitting together as the success of the campfire depends a great deal on the attentiveness of the students and on the counselors being "on top" of the situation. Teachers and Senior Counselors will also be helping with the control of students. To appreciate the need for control, all one has to do is attempt to lead a campfire song against the boisterousness, untimely laughter, or blinking flashlights of just a mischievous handful of the crowd. Normally, the vast majority of youngsters will respond to the good fun of a campfire and will not want to disturb something they enjoy so thoroughly. Boy groups and girl groups should be intermingled but remain as groups with their counselor.

Cabin groups are encouraged to perform at campfires by the way of skits and group singing. Counselors will find that working on such a project will have a great unifying effect for the group and supply mild activity during the rest period after lunch.



At the close of every campfire a friendship circle will be formed by everyone crossing their arms in front and then grasping the hands of their neighbors. An appropriate song such as "Day is Done" will be sung as a closing. At the end of a campfire it is very important that students remain in the quiet, thoughtful mood created by the closing. The names of the living groups will be called off one at a time as a signal for that group to quietly leave the campfire with their counselor and return directly to their cabin. Very little will destroy the beneficial effects of a well organized campfire as much as boisterous yelling and laughing as the students return to their cabin.

Thursday evening campfire will include the soil ceremony for which students will bring soil samples from home. The soils will be mixed together to demonstrate the spirit of unification that is brought about by the mixing of students at the Outdoor School. A tree will be planted in this mixture of soil at the closing ceremony on Friday.

A possible alternative to the campfire will be in the form of group night hikes for the purpose of listening for night sounds or star gazing. A teacher and class group may wish to conduct such a hike instead of attending the campfire but this should be cleared with the Director. Junior Counselors may be assigned to accompany the group.

### Rest Time

For forty-five minutes after lunch each day, all students are expected to remain in their cabins for the entire time. The purpose is to give a rest period in the middle of the day, help digest food, and provide time for letter writing, singing of quiet group songs, or practice skits for campfire. Few will nap early in the week but toward the end, more students will want to and this should be encouraged.

Junior Counselors are expected to remain in their cabins with their group during this period. It is very important that every effort be made to maintain subdued-type activity for the sake of those youngsters who need the rest.

To permit part of the group to stay "just outside" is an invitation to have them roaming the Outdoor School site and to destroy the purpose of Rest Time. Trips to the latrine will certainly be allowed but students must be released one at a time and a time limit given. If another may not go until one returns, the students will help you police this.

### Free Time and Study

The Outdoor School administration encourages you to take part in the fun and staff camaraderie that is a part of camp life - it will be one of the fine memories you will have of the Outdoor School. It will be important, however, that you keep up your studies from your home school. Although time for leisure and study is made available each day for Junior Counselors, you should make every effort to catch up on your high school studies before your week at Outdoor School. Experience has shown that Junior Counselors tend to become so personally involved in the outdoor program that they sometimes "put off" essential studies.

Your Director hopes that your school teachers and administrators will continue to demonstrate enthusiasm for the Outdoor School so that other young people may follow in your footsteps. Also, if you return physically tired and behind in your studies, your parents will not be happy with your experience. The Outdoor School needs your cooperation and the support of all school people and parents.

A staff lounge or the dining hall is available for your use any time you are off duty. During free time you are encouraged to get together there and snacks are generally available. However, there is to be NO congregating in staff rooms or cabins.

Bedtime for Junior Counselors is approximately 11:00 P.M. You are expected to get sufficient sleep so that you are alert on your job and not exhausted when you arrive home Friday evening.

## Nicknames

Everyone on the Outdoor School staff (excluding teachers) will be called by a nickname and his real name held a secret until the final luncheon. This not only eliminates confusion over duplication of the same name on the staff but it becomes a great game to students who will be searching for the real name of certain counselors. Junior Counselors should be considering a nickname that is descriptive of their appearance, nature, or background. Smiley, Toughy, Dimples, Freckles, Beanpole, and Shorty are examples. A small plaque to hang around your neck will be issued you on your arrival at the Outdoor School. Your nickname will be printed on it and you should wear it all week outside your outer clothing. Students will receive similar neck plaques with their real names, a great way to learn them. Your nickname will be used when referring to you all week. Students will attempt to trick you into revealing your real name so join in the game by being on guard.

Teachers will continue to be called "Mr. Jones" or "Miss Smith," just as they would in the regular classroom.

## Cookout

On Friday morning before leaving for flag ceremony, be certain each of your cabin group has his hobo stove, burner, turner, and fire damper. Immediately after flag, take your group to the front of the dining hall. Choose two students from your cabin group to accompany you into the dining hall to pick up your bacon, eggs, pancake batter, syrup, fruit, hot chocolate, and other supplies and condiments for breakfast. To avoid duplication, your group's food will not be given to your two students unless you are there.

After you receive your food allotment, proceed to the spot which you will be assigned for your cookout and proceed to direct breakfast preparation. You will receive instructions in this prior to the Outdoor School and an actual demonstration will be held at the Thursday evening meal. You will prepare your own breakfast with students, sharing the use of hobo stoves.

During fire season extreme care must be taken with fire and fire fighting equipment will be issued. After the meal is over be sure all fire is out and your area is as clean as when you found it.

### Cabin Group Duties

Your primary responsibility for duties your cabin has is to (1) be certain students are aware of the duties they have during the day, (2) the time and place they are to report for duties and (3) to whom they should report.

At the beginning of the week you should physically escort the students to their place of duty. it is imperative that these duty groups be on time. Generally, your responsibility will end when your cabin group is at their place of duty. Exceptions to this might be for the duties of Roustabout and Wood-chuck where the person in charge may require some assistance. You should inquire ahead of time if your assistance is needed.

### Last Day at the Outdoor School

Friday morning will start with the same schedule as any other except that at 7:40 A.M., after flag ceremony, your cabin group will assemble with cooking utensils and pick up their "cookout" breakfast at the dining hall (see "Cookout").

At 9:00 A.M. Friday, after their cookout, students will return with their counselors to pack duffel, clean cabins, and perform regular assigned school duties. Since time is short, counselors will have to hurry students along and give every assistance in helping them pack. All baggage tags should be checked or replaced on duffel. When packed, all duffel should be placed on the bunks and the cabin thoroughly cleaned, ready to be occupied by a new group of students the following week. Counselors will be responsible for their cabin's cleanliness and cabins will be subsequently inspected by the Senior Counselor staff. Securing good cooperation from students in cleaning cabins may allow counselors an earlier departure for home Friday afternoon. All chopsticks, Johnny Jump-ups, hosts, hostesses, K.P.'s and flag P.M. crews should be reminded of their duties.

At approximately 9:30 A.M. Friday, all students should be on their study plots for the overview session. Junior Counselors will have no responsibility on Friday during this overview session other than completing the evaluations of their cabin group. Junior Counselors should be in cabins helping students move their duffel when the overview is completed at approximately 11:30 A.M. The duties of chopsticks and flag P.M. Will take place at 12:00 Noon.

At 12:15 P.M. the noon meal will begin. Immediately upon completion of lunch the closing, after-meal, fun session begins. All of the Outdoor School staff will be asked to disclose their real names as they are called to the front of the dining hall. Junior Counselors should also tell their school grade and the name of the high school they attend. Some final songs will be sung and the P.M. flag crew excused. After leaving the dining hall, everyone will immediately line up for the last flag ceremony. Following the flag ceremony, everyone will attend the tree planting ceremony, the official closing of the Outdoor School.

After this ceremony, everyone returns to their cabins and counselors will direct any final packing and the carrying of remaining baggage to the departure area. Signs designating the names of the four schools will have been posted earlier and all luggage grouped separately in those areas. Baggage tags should be rechecked. In some cases where buses may be already waiting, baggage may be loaded directly on the buses.

As the buses are loading, all staff will want to say their goodbyes and sing an appropriate song as the buses pull away. This latter is a duty that need not be assigned as everyone will feel a close bond with departing students.

All students should be gone by 4:00 P.M. Friday and, after a final check of facilities, all Outdoor School staff will start for home.

## CLOTHING AND EQUIPMENT LIST FOR JUNIOR COUNSELORS

### Bedding

Sleeping Bag or three-blanket bedroll & sheet  
Pillow & case  
An extra blanket

### Clothing

1 pair pajamas	1 warm jacket or heavy sweater
1 pair slippers	1 rain jacket/or rain gear
1 pair shower thongs	3 light weight shirts
1 pair sturdy shoes	1 waterproof head covering
1 pair rain boots	6 handkerchiefs
1 pair light shoes	5 changes of under clothing
6 pairs socks	1 warm shirt
4 pair jeans or heavy trousers	

Warmth and dryness are the things to weigh most heavily in choosing your clothing. It is very possible to have cold, wet weather the entire week. Old, comfortable clothing is most appropriate. Shorts are not appropriate garb during Outdoor School. Boys and girls will not have them and since you set the example, you are asked not to wear them.

### Toilet Articles

Comb	2 bath towels
Shaving equipment (Boys)	2 hand towels
Facial tissue	1 washcloth
Soap in container	Shower cap (girls)
Hairbrush	Lip salve
Toothbrush & tooth paste	

It is not necessary to wash your hair during the week as we have found that this seems to promote colds due to the damp evenings.

### General Equipment & Useful Items

Flashlight (a must)	Musical instrument (optional)
Alarm clock (a must)	Camera & film (optional)
Clipboard & paper	Extra batteries & bulb
Cup	Safety pins
Letter writing materials	Binoculars (optional)

A small container of soil from your home. (On Thursday evening a soil ceremony is conducted and each student and counselor should bring from his home, a small container of soil for this ceremony.)

**STUDENTS WILL NOT BRING RADIOS, COMICS, CARD GAMES, CANDY, GUM, OR MONEY**  
**"SET A GOOD EXAMPLE"**



OUTDOOR EDUCATION  
P.O. Box 16538  
Portland, Oregon 97216

JUNIOR COUNSELOR EVALUATION

COUNSELOR'S NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

COUNSELOR'S CAMP NAME \_\_\_\_\_ GRADE \_\_\_\_\_

Rate by checking one of the squares for each item. One (1) being lowest rating and five (5) being the highest rating.

	1	2	3	4	5	Comments
1. Attitude Toward Program						
2. Cooperation						
3. Acceptance of Responsibility						
4. Leadership Qualities						
5. Courtesy						
6. Personal Grooming						
7. Relationship with Students						
8. Potential for Future Counseling						

ADDITIONAL COMMENTS

Signed \_\_\_\_\_

Position \_\_\_\_\_

MCIED:ROE:lk  
4/30/68



**EVALUATION OF SIXTH GRADE STUDENTS**  
(To be completed by the Junior Counselor)

Name of the 6th Grade Student \_\_\_\_\_ Cabin \_\_\_\_\_

School student is from \_\_\_\_\_

Name of Junior Counselor (Camp name only) \_\_\_\_\_

Please evaluate the above student on his or her performance during this week. Rate each individual as compared to the total cabin group. Space is provided for additional comments you might wish to make. Rating scale is 1 = low, 10 = high.

1. Student's ability to accept responsibility for maintaining the appearance of the cabin.

( Low )  
( 1 2 3 )

( Medium )  
( 4 5 6 7 )

( High )  
( 8 9 10 )

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2. The student's ability to get along with other students in the cabin.

( Low )  
( 1 2 3 )

( Medium )  
( 4 5 6 7 )

( High )  
( 8 9 10 )

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3. The student's cooperative relationships with you.

( Low )  
( 1 2 3 )

( Medium )  
( 4 5 6 7 )

( High )  
( 8 9 10 )

---

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4. The student's ability in being at the right place at the right time.

( Low )  
( 1 2 3 )

( Medium )  
( 4 5 6 7 )

( High )  
( 8 9 10 )

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5. The student's ability in carrying an assigned job to completion.

( Low )  
( 1 2 3 )

( Medium )  
( 4 5 6 7 )

( High )  
( 8 9 10 )

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6. The student's concern over his or her personal appearance (Health - Hygiene)

( Low )  
( 1 2 3 )

( Medium )  
( 4 5 6 7 )

( High )  
( 8 9 10 )

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7. The student's ability to accept and abide by rules.

( Low )  
(1 2 3)

( Medium )  
(4 5 6 7)

( High )  
(8 9 10)

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8. The student's level of participation in cabin group activities (singing, campfire skits, etc.)

( Low )  
(1 2 3)

( Medium )  
(4 5 6 7)

( High )  
(8 9 10)

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9. The student's general feeling toward the total Outdoor School experience.

( Low )  
(1 2 3)

( Medium )  
(4 5 6 7)

( High )  
(8 9 10)

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10. Degree to which you felt this student reacted in associating with students from other schools.

( Low )  
(1 2 3)

( Medium )  
(4 5 6 7)

( High )  
(8 9 10)

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11. Evidence of student growth in the studies presented during the week.

( Low )  
(1 2 3)

( Medium )  
(4 5 6 7)

( High )  
(8 9 10)

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12. Briefly state your general impressions of the student. Attempt to describe the youngster in regard to his or her general academic abilities, leadership characteristics, personality, interests, and likeableness.

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## RULES FOR THE OUTDOOR SCHOOL

Rules are made not to restrict people from having pleasure or benefit but to assure that everyone can share them equally.

While at the Outdoor School, students:

1. **MUST NOT** leave the camp grounds unless under the direction of a counselor or teacher. Boundaries are explained at the opening assembly at the dining hall.
2. **MUST NOT** wade in creeks or lake unless directed by a counselor or teacher.
3. **MUST NOT** throw rocks.
4. **MUST NOT** run.
5. **MUST NOT** carry matches or create fires of any kind. (The supervised Hobo Stove breakfast is the exception.)
6. **MUST NOT** leave cabins from TAPS at 9:20 P.M. until REVEILLE at 7:00 A.M. (Absolute quiet is to be maintained during those hours.)
7. **MUST NOT** leave cabins during quiet time (except for supervised showers). Subdued activity is expected.
8. **MUST NOT** remove, injure, or destroy living plants or animals. Collecting of scientific specimens under the guidance of a counselor or teacher is permitted.
9. **MUST NOT** fail to report any injury or sickness to the Outdoor School nurse immediately, day or night. Persons seriously injured or ill should not be moved or made to walk to the nurse's dispensary. The nurse should be immediately summoned to them.
10. **MUST NOT** fail to comply with the Outdoor School schedule. It insures the greatest good for all attending.

Everyone at the Outdoor School must remember they are guests at the camp and must conduct themselves accordingly. Littering the grounds, destroying property, or acting in an obnoxious manner are not the acts of good guests.

Continuous sounding of the fire horn will indicate a fire in camp and everyone should assemble immediately at the flag pole area.

Any infraction of the above rules should be immediately called to the attention of a counselor or teacher.

# DAILY SCHEDULE & BUGLE CALLS

7:00 A.M.	Bugle	Reveille
7:20	Bugle	Chopsticks, Flag & Weather Crews Report
7:40	Bugle	Morning Colors
7:50		Breakfast
8:30		Daily Duties
8:50		Cabin Clean-up
9:15	Bugle	Inspection of Cabins - Cabins clear of people
9:30		Field Study
12:00 Noon	Bugle	Chopsticks Report to Dining Hall
12:15 P.M.		Noon Meal
1:15		Quiet Time & Showers
2:00	Bugle	Field Study
4:45	Bugle	Recreation
5:45	Bugle	Chopsticks, Flag, & Weather Crews Report
6:00	Bugle	Evening Colors
6:15		Evening Meal
7:15		Teacher Evaluation with Students & Junior Counselor Evaluation
8:00	Bugle	Campfire
9:00		Bedtime
9:15	Bugle	Tattoo
9:20	Bugle	Taps
9:30		Staff Briefing - Director meets with Sr. Counselors, Resource Coordinators, Teachers, and Junior Counselors

## Student Responsibilities

Each person at the Outdoor School will be assigned all duties sometime during the week. These duties are necessary in order to make your Outdoor School a pleasant place in which to live. It need not be pointed out the advantages of living, working, studying, and playing in a place which is neat, clean, and safe. The variety of duties you will have are explained in the following section. You should find all of these duties interesting and challenging and enter into them with a spirit of cooperation and enthusiasm. The duties of chopsticks, host or hostess, kitchen police, and Johnny Jump-up will apply for all the meals served in one day. Woodchuck and roustabout report only once during the day at 8:30 A.M. and cabin inspection once at 9:15 A.M.

### Host

The host has many responsibilities. It is the duty of the host to invite a different staff member or visiting adult to be his guest at each meal. The host heads the table. After the rest of the table has been seated and before Johnny Jump-up goes for food, the host should remain standing and introduce his guest to the rest of the table (hostess first). It is also the responsibility of the host to serve the main dish. When more food is needed at the table it is the duty of the host to request the Johnny Jump-up to get it. As host it is your duty to guide the conversation and to set a good example by using proper table manners at all times. Upon completion of the meal be sure to thank your guest.

### Hostess

The hostess, like the host, has many responsibilities. The hostess also invites a staff or visitor meal guest. The hostess is at the opposite end of the table from the host. The hostess remains standing after the rest of the table has been seated and before Johnny Jump-up goes for food, she introduces her guest to the rest of the table. (Hostess does this before the host.) When the host has served the main dish to everyone, it is the responsibility of the hostess to start the salt, pepper, and butter around the table. When the entire table has been served the hostess takes the first bite and then everyone may begin eating. Like the host, the hostess has the duty of directing the conversation and seeing that she sets a good example in the proper use of table manners. Be sure to thank your guest when the meal has been completed.

### Johnny Jump-ups

It is the duty of the Johnny Jump-up to get food from the kitchen for the table as soon as guest introductions are completed. If seconds are desired the Johnny Jump-up will go for the required food when requested to by the host.

### Chopsticks

It is the duty of the chopsticks to see that the dining hall is ready for the meal. They work under the direction

of the Dining Hall Steward to insure that all tables are properly set. It is extremely important that the chopsticks report on time for this duty so that meals may be on time.

Kitchen Police

It is the duty of the K.P.'s to remain in the dining hall after the meal and report to the Dining Hall Steward. They have the responsibility of seeing that the tables are cleared and cleaned, dishes taken to the dish washing room, and the floors are mopped or swept. Dishes will be washed by kitchen staff.

Flag

Each morning and evening a group of students, working with a Senior Counselor, has the responsibility for conducting a flag-raising or flag-lowering ceremony. Everyone at the Outdoor School attends every flag ceremony.

Weather

Each morning and evening a group of students, under the direction of a Senior Counselor, will have the responsibility to report to the weather station, read the weather instruments, and make a forecast of the weather. They will make a verbal report after breakfast or dinner meals in the dining hall.

Woodchuck

After the breakfast meal, a group of students will be responsible for seeing that wood is carried to the dining hall, the campfire area, and anywhere else needed. A Senior Counselor will be in charge of this detail.

Roustabout

Daily, a group of boys and girls will report to a Senior Counselor for the duty of roustabout. This duty will consist primarily of cleaning the latrines, wash houses, showers, and cleaning up the camp grounds and other special details assigned by the roustabout counselor.

# TABLE MANNERS

## TERMS FOR TABLE MANNERS

<b>BREAKING UP A FRIENDSHIP</b>	Not passing the salt and pepper together.
<b>MABLE, MABLE, STRONG AND ABLE, GET YOUR ELBOWS OFF THE TABLE.</b>	Elbows on table.
<b>FLAG POLE</b>	Leaving spoon in cereal or dessert bowl.
<b>FROG EYES</b>	Looking over top of cup or glass instead of down into it.
<b>FINGER PAINTING</b>	Thumbs in bowl or plate while passing.
<b>TABLE DECORATION</b>	Napkin on table and not on lap.
<b>FLOOR DECORATION</b>	Napkin on floor.
<b>FULL HOUSE</b>	Stuffing mouth full of food or talking with food in mouth.
<b>GANGPLANK</b>	Resting knife on table and edge of plate.
<b>MUDDY FEET</b>	Placing bowl on used plate.
<b>TIME CHECK</b>	Silverware not placed at 10 to 4 on plate when meal is finished.
<b>RECKLESS DRIVER</b>	Not passing food using opposite hand.
<b>TRAFFIC JAM</b>	Not passing things one at a time or so that they meet going in opposite directions.

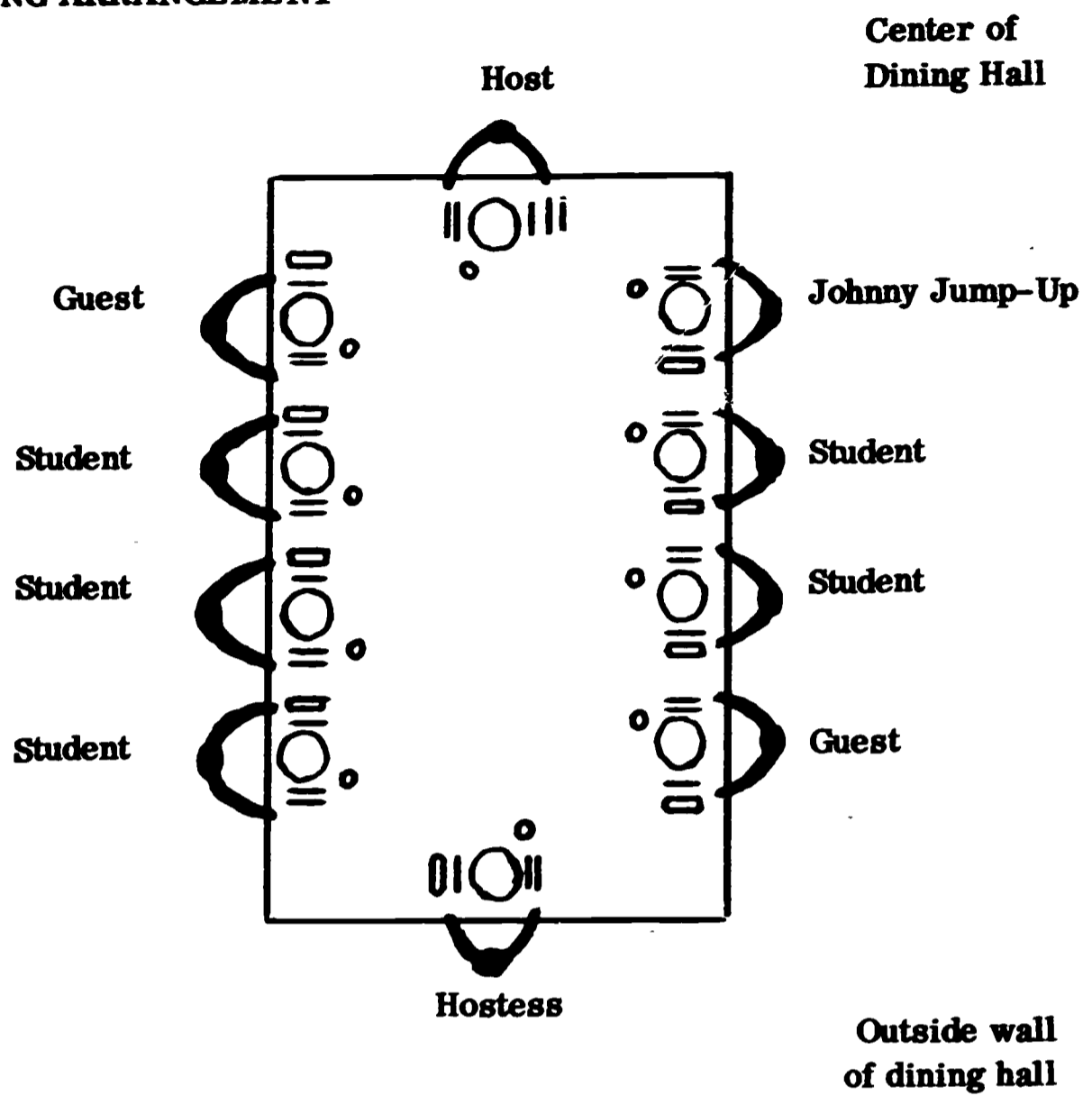
When passing food, you should pass to the right the first time around. Once an item has gone around the table it can then be passed either right or left, depending on which is most convenient. Pass food by reaching across your body with opposite hand, take plate, switch hands in front, and pass on with opposite hand.

All meals served at the Outdoor School are prepared by a school dietician and special effort is made to see that they are well balanced. It is hoped that you will eat everything on your plate. Even though there may be some things you do not like, you are to take three bites of everything on your plate.

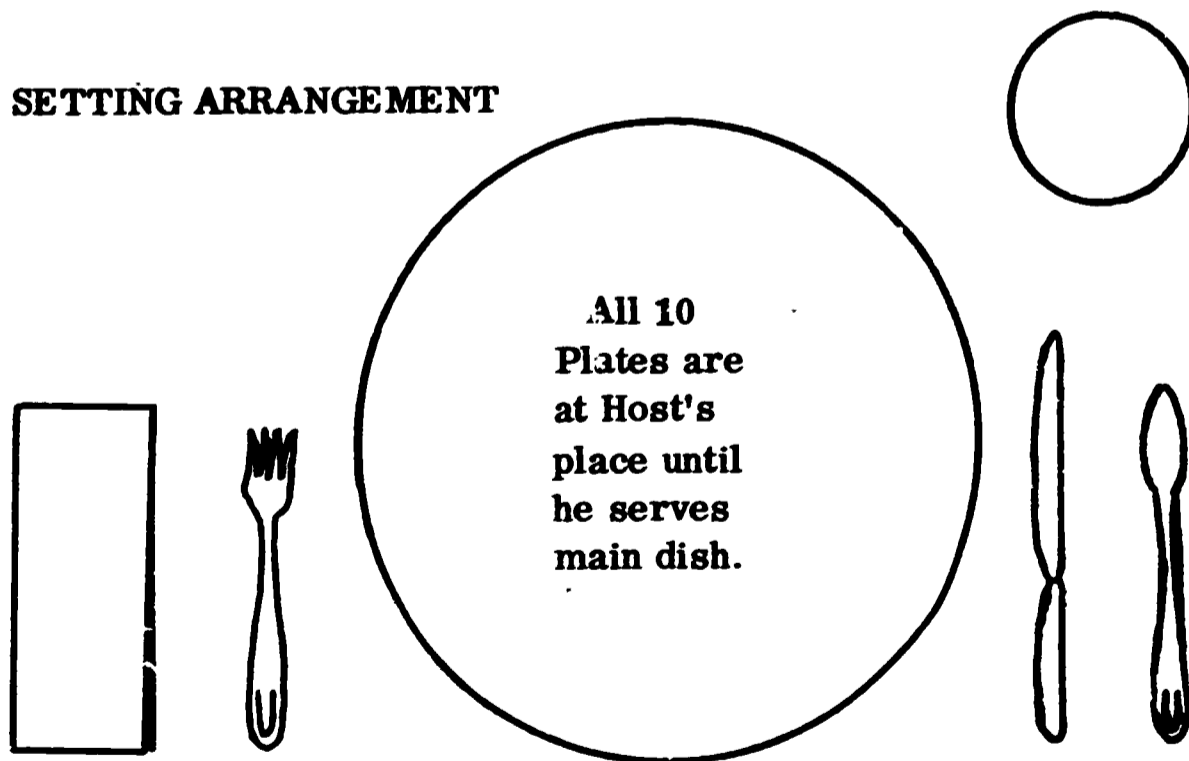
Don't forget PLEASE and THANK YOU when asking for articles at the table.



# TABLE SEATING ARRANGEMENT



# PLACE SETTING ARRANGEMENT



# CABIN INSPECTION

POINTS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Bunks (10)				
Gear (10)				
Shoes (10)				
Floor (10)				
Cleanliness (10)				
Grounds (10)				
COMMENTS				
TOTAL (Possible Score 60)				